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ABSTRACT

This booklet was developed to accompany the videotape that summarizes the results of the project, "Educational Excellence through Career-Vocational Education." The 3-year project generated development of a comprehensive guidance plan, initiated curriculum review, involved counselors with teachers and curriculum, provided a means for closer working relations between vocational and nonvocational teachers, and raised school staff awareness of career and vocational education. Academic achievement levels and student attendance increased, and the dropout rate decreased. The guide contains specific background information, project outcomes, and observations about changing a school's philosophy and environment. Also included in appendices are the 42 objectives of the project and a list of resources that describe how the project schools incorporated the objectives into their sites. The guide lists 18 references and 7 resources. (KC)

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A Guide to Understanding

the Educational Excellence through Career-Vocational Education Project

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Produced by:

Agricultural Education,
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Special Needs Unit,
Career-Vocational Education Division,
California Department of Education

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A Guide to Understanding the Educational Excellence through Career-Vocational Education Project

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1989

Preface

This booklet was developed to accompany the videotape which summarizes the results of the project "Educational Excellence through Career-Vocational Education." It contains specific background information, project outcomes, and observations about changing a school's philosophy and environment. Also included are the 42 objectives of the project and a list of resources which describe how the project schools incorporated the objectives into their sites. These resources are available on a loan basis from the Vocational and Occupational Information Center for Educators (VOICE), listed in the final section of this document.

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Educational Excellence
Through Career-Vocational Education

Executive Summary

In an effort to combat California's high dropout rate, the Special Needs Unit of the Career-Vocational Education Division of the California Department of Education introduced the Educational Excellence Through Career-Vocational Education project in 1985. Eight secondary school sites in six districts were challenged to develop school-wide, integrated, career-oriented curricula which would meet the State Model Curriculum Standards and Frameworks for both academic and vocational subject areas. Technical assistance, guidance, and inservice programs provided by personnel from the University of California and the California Department of Education re-shaped school philosophies, developed comprehensive guidance plans, and reviewed curriculum in all areas. Parents, business/industry and other community representatives became more involved in local education.

Each school's main emphasis was to improve career-vocational education programs for disadvantaged students, although school personnel anticipated that the changes would also benefit all students. Project personnel expected that by improving the academic/career education preparation, students would remain in school and increase attainment of skills to be prepared for higher education and/or employment.

These expectations were achieved at the schools which addressed each of the 42 objectives that project personnel developed in four areas: guidance, instructional program, parent-community involvement, and leadership-staff development. They were evidenced by the following statistics from one school: dropout rates decreased from 16% to 11%, attendance rates increased by 1.8%, teen pregnancies decreased by 50%, and suspension days decreased by 84%. In addition, vocational and academic faculty members collaborated in reviewing the curricula continuum offered to students for pursuing their career goals. Students were offered a wide variety of courses which met graduation requirements while at the same time taught employability skills. Students have begun to view high school as an important preparation for attaining their career goals.

One of the most unusual changes in the schools is that students now identify career interests and align them with flexible career paths, thus creating individual academic/career plans which meet their goals and give a purpose to attending school. Practices which the successful project schools have instituted ensure that when students graduate they will be prepared to enter the workforce directly or to continue their education at a technical school or at a two or four-year college or university. These along with other innovations, additions, and modifications have occurred at the eight school sites over the course of the project and are described in this document.

Introduction

With 28% of California's children dropping out of school before graduation from twelfth grade (up to 55% in some urban schools), there has been much concern over the public school system and a desire to increase its effectiveness for all students. The highest proportion of dropouts in this state is comprised of youth from low-income families, and in addition to their economic problems, are frequently academically disadvantaged as well. That is, they have poor reading, math, or communication skills that prevent them from succeeding in school (Stern and Catterall, 1986). Many organizations are working toward changing parts of the school system in order to help our young people, and many approaches have been attempted. As a result, the situation is spawning a cadre of individuals who have extensively studied the problems and proposed school program alterations.

Recently the National Center for Research in Vocational Education (NCRVE) sponsored a teleconference entitled "Integrating Academic and Vocational Studies." Norton Grubb, NCRVE Site Director, Berkeley, and panel moderator, was asked "Can this integration be furthered in the typical comprehensive high school with its present structure or is fundamental change in its structure necessary?" He replied by telling of a model "that I have been very impressed with that I have seen two examples of in California." He then described the Career Path matrix of Woodland High School, Woodland, California, and the Career Magnet School-Within-A-School concept of Royal High School, Simi Valley, California.

At the same teleconference, Jeanne Oakes, NCRVE Site Director, Rand Corporation, stated that research indicates that integrating academic and vocational studies may provide a work force second to none and may be a promising way to provide better-educated citizens.

Jay Smink, National Dropout Prevention Center Director, agrees that integrating occupational skills with basic academic skills is an area in which future dropout prevention efforts will be directed (National Dropout Prevention Newsletter, 9/89).

John Bishop of Cornell University recommends that schools make the following changes ("The Motivation Problem in American Schools"):

- improve occupational counseling
- expand employer/school relations
- strengthen basic skills foundations and use competency profiles
- honor achievements
- help students obtain good jobs
- restructure state funding formulas to promote effective service to the disadvantaged

Dr. Bonnie Guiton (Special Adviser to the President for Consumer Affairs, former Assistant Secretary for Vocational and Adult Education, United States Department of Education) stated that we can "no longer rely on American manufacturing to offer a stable employment place for minimally skilled workers." She went on to say that "the vocational education programs most successful in meeting the needs of diverse students have two basic characteristics. The first is private sector partnerships . . . . The second . . . is a strong marketplace adaptability . . .(which) incorporate(s) a set of fundamental basic skills that allow students to move successfully beyond their first jobs (Vocational Education Journal, Jan. 1988, p. 21)."

House and Senate bills for reauthorizing the Carl D. Perkins Vocational Education Act (HR 7 and SB 1109) have included amendments which have been part of the Educational Excellence through Career-Vocational Education project objectives. The bills require vocational education (or Applied Technology Education programs, according to HR 7) to integrate academic and vocational studies and to promote business/industry linkages. Populations to be served would include the disadvantaged, handicapped, and limited English proficient, as well as programs to achieve sex equity. Priority in the use of these funds must be given to:

> integration of academic and vocational training in the context of sequential courses utilizing applied academics;
>
> program improvement, including purchase of state-of-the-art equipment, the provision of comprehensive guidance and counseling to each student by age 14 or grade 10;
>
> the appointment by each local education agency of a counselor or teacher to ensure that special populations are receiving adequate services.

In answer to this problem, the California Department of Education Career-Vocational Education Division developed the Educational Excellence through Career-Vocational Education project with the goals of reducing the failure rate among special needs populations and increasing this population's access to quality programs.

Background

With dropout prevention information and ideas abounding, the California Department of Education has been seeking ways to revitalize education so that students will remain in school and attain sufficient skills to be prepared for employment, personal growth, citizenship, and ethical development. One such effort is the Education Excellence Through Career-Vocational Education project. Begun in 1985 by the Special Needs Unit of the Career-Vocational Education Division through a contract with the University of California, Davis, Department of Applied Behavioral Sciences, this project is based on the following three premises which encompass the concerns and suggestions of dropout prevention experts and the Perkins Act reauthorization mandates:

> Career-vocational education programs are an effective strategy to meet the needs and career goals of a significant number of students.
>
> Career-vocational education is a catalyst that can generate student interest, motivate them to remain in school, and prepare them for success in productive employment and/or higher education.
>
> Career-vocational education must become an integral component within the comprehensive high school and be an effective instructional strategy for students to achieve and reinforce core academic skills necessary for success in career fields or higher education.

In fall 1985, eight California high schools were selected to participate as "model" sites within the Educational Excellence through Career-Vocational Education project. The criteria were a willingness and interest in participating, a commitment to developing quality comprehensive guidance programs, a desire to improve the quality and access of their career-vocational education programs and services for disadvantaged students, and the state's effort to achieve a geographic balance among the sites.

Each site developed a multi-year comprehensive plan for site improvement of all programs and services. While the purpose of this effort was to develop a site plan which focused on improving career-vocational preparation for the disadvantaged, it was evident that much of this planning would also have positive benefits for all students. All sites made the following commitments before beginning their planning:

> The development of a school philosophy focused on meeting the career needs of all students. All students need to acquire an understanding of career opportunities, whether they plan to enter the workforce directly following high school or after postsecondary school.

In today's rapidly changing technological society, students need to develop a foundation for career planning and lifelong learning.

The development of a comprehensive program of career guidance. If students are to make meaningful career choices, they must have an understanding of their own interests, skills and abilities, an understanding of the labor market, and the ability to formulate an individual plan to achieve their goals. The school guidance program, therefore, should include a total vocational assessment of each student as well as components which address the student's personal, social, educational and career development.

The integration of career-vocational preparation as an instructional strategy to help teach and/or reinforce the core academic curriculum. All students need to acquire a solid foundation in academic skills. Career-vocational preparation, given its emphasis on the practical and its ability to relate abstract concepts to "hands on" activity, provides an invaluable link between the classroom and the real world. Through the infusion of career-vocational preparation strategies in academic classes, students can see principles of math, science, and English are applied in the workplace and thereby understand the necessity of mastering academic skills.

Curriculum review must occur in all subject areas. Every subject matter instructional program must be evaluated and improved where necessary. The curriculum should be assessed against the California Department of Education Model Curriculum Frameworks, including the Model Curriculum Standards and Frameworks in Vocational Education, the Secondary School Program Quality Criteria, and the Model General Occupational/ Employability Skills, as well as against other pertinent criteria.

A commitment to involving the community, district office, school board and local business/industry representatives in developing a plan for improvement. The issues facing public high schools cannot be solved by school staff alone. Community, business, and industry leaders need to be involved in evaluating the needs of the school site and assist in developing a plan to address those needs. District office cooperation is needed if funds are to be targeted to each school site, and if available, categorical and noncategorical funds are to be coordinated for maximum impact. Finally, the school board needs to be aware of, support, and approve any plan for improvement of a school within their jurisdiction.

Dedication to continued planning and leadership development. It is unrealistic to think that the challenges facing education today can be remedied in one year. Institutionalizing educational change is a multi-year process. Improvements were scheduled to be made over three years.

Project Outcomes

As early as the end of the project's first year, 1986-7, significant project impacts were observed by an independent third party evaluator. These included the following, which can take place at any school at no added cost:

Generating initial or continued development of a comprehensive guidance plan.
Initiating curriculum review procedures.
Involving counselors with teachers and curriculum.
Providing a means for closer working relations between vocational and non-vocational teachers.
Raising school staff awareness of career and vocational education.

At the end of the project's third year, the final year of funding, project personnel noted that outcomes varied with individual site plans, school philosophies, district size, site personnel, and degree of achievement of the 42 objectives listed in Appendix I. Personnel at project sites which completed most of the 42 objectives, thereby altering the structure of their school for both students and faculty, noticed the following significant changes at their schools:

Decreased

number of students who dropped out of school

number of days students were suspended from school

number of teen pregnancies

number of students per counselor

Increased

academic achievement levels of students

number of days students were in attendance at school

business and industry participation in schools

school and community awareness of vocational education

number of vocational course offerings

number of students enrolled in vocational education

self-esteem of vocational faculty members

awareness of courses necessary to prepare for a career goal

career guidance sessions with students

Program alterations occurred in all sites and included items within the four overall objective areas of guidance, instructional program, parent/community involvement, and leadership/staff development. Some of these changes were:

Guidance

- Career education curriculum and career infusion workshops
- Career paths and career plans
- Comprehensive guidance plans
- Computerized four-year plans for each student
- Computerized guidance systems, including job/college search software
- Contact with individual students systematically provided
- Counselor-to-student ratios reduced
- Job Developer staff position
- Peer counseling
- Pre-employment and work maturity skills
- Regular counseling interviews with each student (once or twice yearly)
- Student self-directed search
- Teacher-to-student advisory program
- Teen assistance support center (community health programs brought on campus)

Instructional Program

- 2+2 program in high schools and regional occupational centers and programs in which universities and community colleges allow credit for both academic and vocational high school courses
- Academic graduation credit granted for over 30 vocational courses
- Accelerated learning program for high risk students
- Alignment of all courses with state Model Curriculum Standards and Frameworks
- Articulation with feeder schools
- Character education curriculum and newsletters
- Evening tutorial center
- Learning resource centers which give both out-of-class personalized assistance to students and in-class presentations on study/writing topics
- More than fifteen courses added to school programs
- Restructuring by career paths rather than by traditional subject areas
- Students use up-to-date instructional tools acquired through project funding, corporate donations, and other business-education partnerships
- Teachers analyze occupations and career to plan appropriate curriculum sequences
- Teachers provide connections between subject matter and career application
- Vocational student organizations were developed to increase student leadership skills

Parent/Community Involvement

- Adopt-a-Program and Adopt-a-Student liaisons with school staff and businesses
- Business and Education Together program
- Civil service afternoon and evening programs
- Community service class
- Parent involvement programs
- Parenting education programs

Leadership/Staff Development

- Career infusion workshops
- Development and use of desktop publishing for instructional purposes and modification of curriculum
- Increased collaborative teaching methods among teachers
- Infusion of language arts and mathematics across the curriculum
- Integration of critical thinking and decision-making into classes
- Integration of academics and career-vocational education in the classroom
- Staff development in basic skills
- Speakers' bureau
- Steering committee management
- Team management

Technical Assistance

Technical assistance was planned for based on the expressed needs of site team personnel, so staff development activities were organized and numerous meetings were held to help all school personnel. Forty-two objectives were identified as the promising practices which would provide students with experiences, skills, and knowledge necessary to meet their career goals. Site teams assessed the specific plans for their schools with the assistance of facilitators from the Vocational Education Resource System (VERS), Sonoma State University. The objectives were divided into four major components: guidance, instructional program, parent/ community involvement, and leadership/staff development. Complete descriptions of the inservices provided is chronicled in "Educational Excellence through Career-Vocational Education Inservice Activities," available on loan from the Vocational and Occupational Information Center for Educators (VOICE #00517).

Summary

The alarming dropout rate in high schools can be addressed by making school more meaningful to students through the changes initiated by the Educational Excellence through Career-Vocational Education project. Those in dropout prevention research recommend, among other things, improving occupational counseling as a fundamental school change. The Educational Excellence through Career-Vocational Education project initiated occupational counseling improvements as well as school philosophy changes, curriculum review, and increased involvement of parents and of business and community representatives in the schools.

School site personnel began the changes intending to improve their schools, especially for disadvantaged students. Alterations in school programs have proved beneficial for entire student bodies, since all students in project schools now identify their career interests and align them to flexible career paths. Students thus create individual academic/career plans which meet their goals and give them purpose in attending school. In addition, academic and vocational teachers collaborate on developing a wide variety of courses which meet graduation requirements while at the same time teach employability skills. The practices which the project schools have instituted help ensure that students graduate from high school with preparation for employment and further education.

"Our kids stay here. They want to stay here. They know the teachers are not here just to teach subject matter; they care. And because of this, our faculty as a whole has gotten behind the program. More and more of our teachers are much more caring, much more involved in the kids' personal lives than they were before."

Dave Jackson, Principal, Royal High School
Simi Valley Unified School District

"Perhaps they (the students) are seeing a connection between what they are learning in the classroom and what they think they might want to do with their lives. And when students are more motivated and connected to what they are learning, you find a decline in behavioral problems and you find a higher motivation in wanting to be in school."

Kevin Brown, Principal, Woodland High School
Woodland Joint Unified School District

Changing a School's Philosophy, Actions, and Environment

"If we are ever going to turn around . . . this school and this nation, then we have to get to the young people."

Larry Higgins, Principal
Washington Preparatory High School
Los Angeles Unified School District

"When I was in high school, I felt like it took me a step ahead of the other high school students because it gave me the opportunity to face the real world before stepping into the real world."

Mai Yia Moua, former banking and finance student at Duncan Polytechnical High School, Fresno Unified School District, now earning her way through college by working at a savings and loan institution

"In bringing about change in any school, I think one of the most important things for the school to recognize is its own culture. There are certain priests and priestesses from each school, naysayers and all the different historians and folks that make up what the school is all about. And one needs to understand those different players and somehow bring together representative groups, individuals to do planning. What we chose to do here at Woodland High School (was to form) what we called the Steering Committee. It was comprised of academic teachers, vocational teachers, (and) guidance and administration (personnel). And we felt then that we would have a variety of advocates going back to their various departments as well as their own social groups within the school who could help sell concepts and ideas to the rest of the faculty."

Kevin Brown, Principal, Woodland High School
Woodland Joint Unified School District

Changing a school's philosophy, actions, and environment is not easily accomplished. Doing so requires commitments to improving the school, made by not only the administration but also the teachers, school board, and even community members and business people. Included here are suggestions on particular items to consider when planning a change, items which will help make a transition successful. Also included is information on what might hinder change, and how to fund that desired change.

Indicators of Success

Many of the indicators of success do not require special funding to implement. Some are philosophical and others require simply a reorganization of activities that already occur. Sites which have demonstrated the greatest progress toward achieving their goals share many characteristics. These include, but are not limited to:

There is a strong belief that students must leave high school with a career direction and that the project is a means of changing or improving student success.

The site has a supportive, enthusiastic principal who views career-vocational preparation as an effective instructional strategy, articulates that belief clearly, and demonstrates the leadership ability to get teachers, counselors, and students working cooperatively for the achievement of student career goals.

There is a consistency of personnel from year to year who demonstrate an understanding of the goals and objectives of the project.

The project objectives are consistent with school goals.

The site plan for improvement is specific and details the primary activities to be accomplished under each objective.

The staff is informed and involved regarding the specific purpose of the project and the activities to be accomplished.

The school is organized in career clusters with academic and vocational teachers and counselors assigned to one or more clusters. Career-vocational education is the focus of the school. Staff meetings are organized across disciplines.

There is an active school site project steering committee.

The district office staff is involved and supportive, and the school board is willing to provide financial support.

Counselor-to-student ratios are reduced to as low as 1:250.

Someone is assigned the lead responsibility to translate project objectives into primary activities and coordinate the project activities and is given adequate time to work with and encourage staff to meet the timelines and intent of the project.

Students receive integrated academic and career counseling and view career-vocational education as a positive step in the attainment of their career goals.

The site coordinator, job developer, and career center specialist involve the business community and various community services in achieving project objectives. These people also work to bridge the outside business community with students.

The site has a process for disseminating the information from inservice workshops to the rest of the faculty.

The school has a process to measure progress being made on each objective.

Site administration and staff are willing to visit other sites and adopt/adapt techniques and make other changes that will improve the efforts of the site.

Site personnel are willing to share concerns and questions in an 'open management' style.

Good articulation exists with feeder schools, regional occupational centers and programs, and postsecondary schools.

Vocational courses have been reviewed, revised, and accepted as alternatives to mandated graduation requirements.

All teachers discuss career plans with their students and organize activities to help them better define those plans. In all classes, student activities are related to career choices.

Parents are an active part of the planning process and participate in project activities.

Potential Problems in Implementation

Both internal and external project reviewers have noted factors which slowed achievement of the Education Excellence through Career-Vocational Education objectives. Some of these factors are:

budget planning and funding delays
change of staff in leadership roles
district office which has sole responsibility for curriculum alignment and revision
fragmented planning efforts
lack of district office and site coordination for planning and funding
limited use of the project steering committee
limited opportunity for enrollment in career-vocational classes
project activities not operated as a joint responsibility
staff unaware of or uncommitted to the philosophy and objectives of the project

Funding Sources

Schools are using a variety of federal, state, and local funding sources for activities related to the Educational Excellence through Career-Vocational Education project. Some of these sources are:

Block funding
Chapter II
Donations
GAIN (Greater Avenues for Independence)
Grants
JTPA (Job Training Partnership Act)
Mentor teacher
School Improvement Program
Senate Bill 813 (Carl Perkins Act Reauthorization)
State lottery
Tenth-grade counseling
Title I
Vocational education

"We were missing those young people, the 40% (of students) in the middle ... that may not see themselves as college-bound.... (W)ith some planning and guidance, they can begin to see college in their future and maybe they hadn't in the past. And I think what is best of all this, is that individual contact which we now systematically provide."

Evelia Genera, Head Counselor
Woodland High School
Woodland Joint Unified School District

The importance of changing our guidance systems is basic to improving our schools. If we are to keep better track of those students at high risk of failing to achieve the society's expectations of education, then we need to keep in closer contact with the students. Those who are disadvantaged must be encouraged to achieve and dream, just as those who are not disadvantaged are so encouraged. Developing a comprehensive guidance plan which addresses the areas of personal, social, educational, and career development will enforce the school's philosophy of meeting the career needs of all students. In addition, the guidance plan will provide the students with increased awareness of the relevance of schoolwork to career choices. Students then will have a plan for their secondary education which directly relates to their stated career goals.

The eight schools in the Educational Excellence Through Career-Vocational Education project each made changes in their schools according to their own needs and situations. For instance, Woodland High established counseling as a high priority and was able, through a variety of funding methods, to reduce their counseling ratio to approximately 250 students to each counselor, while most of the other schools did not develop that ratio. The following are short descriptions of the schools' modifications which fall under the heading of guidance. Materials on each are available on loan from the Vocational and Occupational Information Center for Educators (VOICE) under the title and number indicated inside the brackets. Instructions for contacting VOICE are given in the last section of this booklet.

Accelerated Learning (Accelerated Learning, VOICE #00035) - Accelerated Learning is a program for students identified as high-risk potential dropouts at Royal High School. The instructors for the program have counseling and crisis intervention training, and the students are provided with stability through a close, interpersonal relationship between the teacher and student. Students use the same curriculum as in other high school courses and are mainstreamed into other courses at the high

school as appropriate. The Accelerated Learning science class is aligned with a vocational program in laser optics at the local community college. Students create their own support network within Accelerated Learning. This program is a raising of standards, not a lowering of standards, and it has resulted in only seven of the 500 students in the program dropping out of school.

> "I came into it with a .8 grade point average, and my last report card was a 3.4. So it has really helped. It's a good program."
>
> Dennis Martin, Accelerated Learning Student
> Royal High School
> Simi Valley Unified School District

> "Actually, all the problem kids thrown all in one group are coming out better than most of the other kids. In fact, I think this program is how all schools should be."
>
> Travis Miller, Accelerated Learning Student
> Royal High School
> Simi Valley Unified School District

Career Centers (Career Paths through High School, VOICE #00141) - Building a career center which students, parents, teachers, and counselors can easily access provides instant information regarding interests, jobs, careers, and students' futures. The Career Center is best used when coordinated with a guidance plan developed by the student, parent, and counselor, a flexible plan which identifies the student's interest and is supported by vocational inventory testing.

Career Paths (Career Paths through High School, VOICE #00141) - One site identified six career paths from which their ninth grade students can choose an educational plan, based on desired higher education. Teachers also choose career paths and are available for the students to contact. Brochures about the career paths contain the following information: interests and abilities, entry level careers, semi-professional careers, skilled and professional careers, typical college majors, recommended high school courses, related extra-curricular activities, school staff interested in this career path, and a four-year planner. When students identify a career path with a counselor, they receive the appropriate career path brochure, one of the following: Agriculture and Natural Resources; Arts and Communications; Business and Marketing; Health, Home, and Recreation; Industrial Technology and Engineering; or Social, Human, and Governmental Services.

College Handbooks (Student Resources, VOICE #00429) - College handbooks were introduced as another method for students, along with their parents, to make informed course selection based on career decisions. Designed by a variety of sites, these are provided to spur ideas of developing a similar college preparatory guidance handbook.

Comprehensive Guidance Plans (Career Paths through High School, VOICE #00141) As a result of a Guidance Audit Assessment, comprehensive guidance plans were developed (see Project Inservice Activities under Leadership/Staff Development). These are key to the process of reforming guidance systems and giving direction. Examples, which include sample forms, are provided from a variety of sites. Also provided are Career Guidance/Assessment Worksheets, a Guidance and Counseling Survey, a Health Questionnaire, and Career Planning forms for both college preparatory and general education students.

Computerized Guidance Systems (Computerized Guidance Systems, VOICE #00177) Having student information instantly available to principals, deans, and counselors via computers is extremely useful when counseling students or communicating with parents. A short description of what can be included in a computerized system, this can help planners design systems which meet each school's needs. Also included are sample screens from schools with computerized guidance systems.

Course Catalog (Student Resources, VOICE #00429) - Developing a high school course catalog can help students, parents, and counselors make the choices which will most effectively meet the students' needs and interests. This is one example.

Freshman Camp (Student Resources, VOICE #00429) - Concern for incoming freshmen brought one school to initiating "Freshman Camp," a one-day freshman orientation just prior to school opening. Freshman Camp includes tours, games, and team-building activities designed to make students comfortable at a new school.

Job Developer Staff Position (Career Paths through High School, VOICE #00141, or Student Resources, VOICE #00429) - Students need assistance in making the transition from school to work. The Job Developer serves as a liaison between the school and local businesses, serves the staff in providing materials and presenting lessons, maintains a "job board" which lists job openings, and provides students with employability and job search skills. This description of the Job Developer at one school is an introduction to how this person can be useful at other sites.

> "We have had ... 97-98.5% of (our) students employed at the end of the year.... I have kids that are working as certified nursing assistants at nine dollars an hour (part-time) to become an RN."
>
> Corey Mimura, Job Developer
> Duncan Polytechnical High School
> Fresno Unified School District

Student Self-Directed Search (Career Paths through High School, VOICE #00141) - The Self-Directed Search is one tool counselors and career center technicians can use to help students determine their career interests and aptitudes. Five booklets aid students in determining aptitudes, careers, occupations, and college majors.

Teacher-to-Student Advisory (Career Paths through High School, VOICE #00141) - The Teacher-to-Student Advisory program involves breaking students into career interest groups which spend one class period together approximately once a month. Discussion topics include employability skills, self-esteem, and career exploration.

Teen Assistance Support Center (Career Paths through High School, VOICE #00141 or Student Resources, #00429) - Reforming guidance to meet the needs of all students requires that the school provides a means for students with crisis situations to manage their problems. Counseling time, if committed to every student, cannot provide all the counseling these students need. The problem is that students referred to community programs often do not follow through with the referral due to distance from home or time limitations. One solution is to bring the community health programs on campus. Woodland High School has regularly scheduled times in an on-campus donated trailer for the following groups: Alcohol Awareness, Diogenes, Hospice, Latina Outreach, Northern Valley Indian Health, Peer Counselors, Suicide Prevention, Teen Parent Network, and others.

The following objectives in the area of guidance were identified by Educational Excellence through Career-Vocational Education project personnel as the "promising practices" which would help improve each school. From these, individual site teams wrote improvement plans which would best fit their needs.

Required Model Career Preparation Site Project Objectives/Activities, Guidance

System Outcome		Student Outcome	
A1.	There is a comprehensive guidance plan, articulated with the feeder schools, including goals and student outcomes for each grade level, that addresses the areas of personal, social, educational, and career development.	A1.	Students receive guidance counseling in personal, social, educational, and career development at each grade level.
A2.	No later than the beginning of the ninth grade, information is provided to all students, including handicapped and disadvantaged students, and their parents concerning the opportunities available and the eligibility requirements for enrollment in career preparation programs such as ROC/Ps, adult schools, community colleges and other relevant programs.	A2.	No later than the beginning of the ninth grade, students and their parents receive information concerning the opportunities available, and the eligibility requirements for enrollment in career preparation programs.

A3.	Guidance specialists, teachers, students, parents, community and business representatives are involved in the planning, development, and implementation of the guidance curriculum.	A3.	Students are provided with an opportunity to participate in the planning, development and implementation of the guidance curriculum, along with guidance specialists, teachers, parents, community and business representatives.
A4.	A systematic review of academic progress and career counseling is provided to all students, beginning in grade nine and updated at least annually.	A4.	Each student, in the beginning of the ninth grade, has had a systematic review of academic progress and received career counseling regarding the education/career options available.
A5.	Career guidance is provided to increase students' awareness of the relationship between academic attainment and career areas.	A5.	Students receive guidance to increase their awareness of the relevance of schoolwork to career choices.
A6.	A career guidance system is operated which ensures that each student has a record/plan and a total education/career plan which includes all necessary prerequisites.	A6.	Students receive a student record/plan and participate in a total education/career plan.
		A7.	Students will have first-hand or simulated experiences with careers and use this information as they update their education/career plan.
A8.	The California Department of Education Model Assessment Program is used as part of the site comprehensive guidance plan.		

Instructional Program

Improving instruction is fundamental in providing quality education. Building a Quality Workforce, a joint initiative of the United States Departments of Labor, Education, and Commerce, suggests that educators can improve their processes and their products by strengthening the content of the curriculum and improving on its delivery. Just as each of the eight sites approached achieving the guidance objectives differently, so they also approached improving their instructional program to suit the needs of their students. One school found that using matrices which were developed from the State Model Curriculum Standards and Frameworks helped tremendously in reviewing courses. Another school put effort into developing desktop publishing. Again, Accelerated Learning occurs in this category as well as in guidance, since it applies to both. The following are short descriptions of the schools' modifications which fall under the heading of instructional program. Materials on each are available on loan from the Vocational and Occupational Information Center for Educators (VOICE) under the title and number indicated inside the brackets. Instructions for contacting VOICE are given in the last section of this booklet.

Accelerated Learning (Accelerated Learning, VOICE #00035) - Accelerated Learning is a program for students identified as high-risk potential dropouts at Royal High School. The instructors for the program have counseling and crisis intervention training, and the students are provided with stability through a close, interpersonal relationship between the teacher and student. Students use the same curriculum as in other high school courses and are mainstreamed into other courses at the high school as appropriate. The Accelerated Learning science class is aligned with a vocational program in laser optics at the local community college. Students create their own support network within Accelerated Learning. This program is a raising of standards, not a lowering of standards, and it has resulted in only seven of the 500 students in the program dropping out of school.

> "I came into it with a .8 grade point average, and my last report card was a 3.4. So it has really helped. It's a good program."
>
> Dennis Martin, Accelerated Learning Student
> Royal High School
> Simi Valley Unified School District

> "Actually, all the problem kids thrown in all in one group are coming out better than most of the other kids. In fact, I think this program is how all schools should be."
>
> Travis Miller, Accelerated Learning Student
> Royal High School
> Simi Valley Unified School District

Career Infusion Activities (Career Paths through High School, VOICE #00141) - This 3" binder gives practical ideas on how to include relevant career activities into all classes. One school requires that all courses have at least two career-relevant activities per semester; in a six-period day, this gives a student a minimum of twenty-four career exposures per year.

Character Education Newsletters (Career Paths through High School, VOICE #00141) - In an attempt to help teachers with career education, one district designs and distributes newsletters with a character education theme. Themes vary from month to month and may have topics which are important to career-vocational education, such as cooperation, integrity, citizenship, compassion, justice, humility, or confidence. In this district, teachers choose how to incorporate the information.

Curriculum Review Matrix (Curriculum Review Matrix, VOICE #00231) - Available for all subject areas, these matrices put the Model Curriculum Standards and Frameworks in an easy-to-use format for course review. Course objectives are quickly compared for review purposes.

Desktop Publishing (Desktop Publishing, VOICE #00426) - One example is given of how a school integrated desktop publishing into its curriculum revision. Included is a booklet containing answers to frequently asked questions regarding desktop publishing, production samples, and information on selecting computers and printers. Desktop publishing has provided modifications to instructional materials to make it more appropriate for at-risk students, i.e. larger print, vocabulary lists, and bilingual language assistance.

Granting Academic Credit for Vocational Education Classes (Career Paths through High School, VOICE #00141) - This information provides a philosophy and method for approving academic credit for vocational education classes. One school now has thirty-six vocational courses receiving academic credit, and a list of these is included. One of the tools used in reviewing all the courses at this school was a set of the Curriculum Review Matrices, listed above.

Learning Resource Center (Student Resources, VOICE #00429) - Students who have missed classes or who are behind for other reasons, need extra credit, are ahead of the class, and those who want to use computers can all use the Learning Resource Center, which reinforces learning. Extended hours before and after school and in evenings help meet students' needs. These documents give a background for learning resource centers and successful procedures for students in and out of class.

Parent and Child Education (PACE) (Student Resources, VOICE #00429) - One district offers teen parents an on-campus program which allows them to take classes

while their children are on campus in a day-care situation. The program is staffed by credentialed teachers with aides and student parents as well as by other students interested in child development. PACE provides infant/toddler care, instruction in child care/development, health services and education, and counseling.

Steering Committee (Building a Staff, VOICE #00532) - Managed in as many ways as there were sites, the Educational Excellence through Career-Vocational Education project has shown that effective change occurs most quickly and completely when a steering committee of teachers, administrators, and business people participate in making the change decisions. This is a description of one way to create such a body which addresses how best to offer programs and services which meet student needs in a diverse population.

The following objectives in the area of curriculum/instruction were identified by Educational Excellence through Career-Vocational Education project personnel as the "promising practices" which would help improve each school. From these, individual site teams wrote improvement plans which would best fit their needs.

Required Model Career Preparation Site Project Objectives/Activities
Curriculum/Instruction

System Outcome

B1. The State's approved Model Curriculum Standards and Frameworks are included in the school curriculum.

B2. A school site planning committee assists in developing a site plan.

B3. Each instructional program is evaluated using the California Department of Education Secondary Quality Criteria.

Student Outcome

B4. Students receive instruction in a curriculum that integrates the skills of reading, writing, speaking, listening, and computing.

B5. Students receive instruction in a comprehensive, developmental curriculum, which is systematically revised, expanded and updated.

B6. Students with special needs receive supplementary and support services to enable them to succeed in the curriculum.

B7. Students receive instruction, using effective instructional strategies, material, media, and equipment, that is appropriate both to the curriculum and to their own special needs.

B8. Students receive instruction that extends beyond rote learning to the acquisition and application of concepts, ideas, and issues beyond the facts, with an emphasis on thinking and communication skills.

B9. Students receive instruction that includes all steps in the learning cycle: review, advance organizers, motivation,interactive learning activities, guided practice, independent work, and transfer of new information to other knowledge and skills.

B10. Representatives of the community, teachers, administrators, parents, and students routinely meet to verify and validate the content of the curriculum.

B11. All students complete instruction in the Model General Occupational/ Employability Skills.

B12. Representatives of the business community, teachers, administrators, parents, and students routinely meet and work cooperatively to improve the program and solve problems as they are identified.

B13. Appropriate faculty routinely meet and plan cooperatively to use vocational education as an instructional strategy to achieve basic skills and increase occupational relevance in academic courses.

B14. Appropriate faculty evaluate and modify the vocational curriculum to include the academic skills that meet specified high school graduation requirements.

B15. Students receive graduation credit for appropriate vocational education courses which meet academic graduation requirements.

B16. Students systematically progress through a program comprised of a sequence of courses leading to a career objective.

B17. Students receive instruction in programs which are clearly articulated with feeder schools, local community colleges, four-year colleges and universities, adult schools, ROC/Ps and JTPA programs.

B18. Students have adequate opportunities to take courses which are meaningfully related to their career plans.

B19. Career preparation curricula and equipment are validated by the business community.

B20. Students take career preparation classes which are based on analysis of current and anticipated job market needs; recommendations from business/industry and educational personnel; input from students, parents, community and school representatives; student follow-up studies; and program evaluation.

B21. Students participate in many kinds of structured, supervised, and applied experiences (i.e., field or classroom laboratory, cooperative education placement, community classroom, or work experience).

B22. Students participate in leadership training and personal skill development activities.

B23. Students in vocational education receive instruction in programs that meet Model Program Outcome Standards for Vocational Education.

B24. A measurement program is operated to certify all students regarding the extent of their preparedness for employability consistent with their career plans.

B24. All students are evaluated and certified regarding the extent of their preparedness for employability consistent with their career plans.

Operation Education News, published by the California Business Roundtable, has stated that while there is greater emphasis today on academic excellence, reinforcing the core curriculum, and collaborating with other academic institutions, businesses, and industries, one issue remains: the need for wider involvement and support by employers.

The joint initiative by the United States Departments of Labor, Education, and Commerce and referred to earlier, Building a Quality Workforce, was undertaken in part to identify what business needs, how education is responding, and to challenge both business and education sectors to improve the way we prepare our students to succeed. Among their principal findings are these:

> Educators may not be translating their understanding of business' needs into what happens in the classroom.
>
> Business must do a better job of anticipating future workforce needs, and communicating these needs to educators, to parents, to students, and to other community resources that can help address these needs.
>
> Aggressive action may be needed by business and education to learn from each other and to change the way education is provided to ensure a quality workforce and a productive nation.

The eight sites also approached achieving the parent/community involvement objectives differently, each designing their own program to mesh with their needs. One school in an area with much government family assistance developed a program which involves the parents in observing teachers, helping as chaperons, and even in interviewing prospective teachers. Another school capitalized on the California Chamber of Commerce Project Business and Education Together. The following are short descriptions of the schools' modifications which fall under the heading of parent/community involvement. Materials on each are available on loan from the Vocational and Occupational Information Center for Educators (VOICE) under the title and number indicated inside the brackets. Instructions for contacting VOICE are given in the last section of this booklet.

Parent/Community Support System (Parent-Community Involvement, VOICE #00428) Since parent involvement, especially at the secondary level, is lacking, this program began in an effort to increase student success through parent involvement in a non-threatening manner. It specifically encourages participation by appealing to parents'

desire and need to become involved in the educational process. An outcome of the project was improved behavior, since parents increased their understanding of the school's expectations of students. The program is multicultural and involves classroom visits, community resource referrals, home visits, school-home communication, parenting inservices, and volunteers. Included in the description are suggestions on starting such a program and an informal evaluation form used by parents when they visit classrooms.

Parents' Handbook (Parent-Community Involvement, VOICE #00428) - A parents' handbook can be used to introduce parents to the school's philosophy of counseling and guidance while also provide information about services available on campus to students. In addition, this handbook also provides community educational, counseling, health and welfare, and emergency services information.

Project Business and Education Together (BET) (Parent-Community Involvement, VOICE #00428) - The California Chamber of Commerce sponsors this program, which develops business involvement in schools in many ways. Provided are an informational brochure, a business/industry questionnaire, an educator profile, and a sample page of a Project BET directory.

The following objectives in the area of parent/community involvement were identified by Educational Excellence through Career-Vocational Education project personnel as the "promising practices" which would help improve each school. From these, individual site teams wrote improvement plans which would best fit their needs.

Required Model Career Preparation Site Project Objectives/Activities
Parent/Community Involvement

System Outcome		Student Outcome	
C1.	A community-based support system is an integral part of the site's planning and instructional program.		
C2.	Local business and service organizations work with school personnel to identify effective cooperative approaches between the business community and the school.		
		C3.	Students involved in vocational education receive job development, support, and placement services both during and subsequent to their program.

Leadership/Staff Development

> "The instructional leader is a change master. He or she states the vision in terms of what this organization, this school, does to help children now in school. The vision would encompass success for all students as a mission.... A series of small steps, clearly defined, can become even more effective than highly visible giant leaps forward."
>
> First and Carr, p. 49.

The leadership of a school will affect staff, student, and parent morale, thereby influencing all segments of education. Stability in leadership will aid any process of change. This project has shown that leadership by an internal committee rather than by one individual has been more effective in introducing and institutionalizing change, since principals do leave school sites and new principals may not have the same vision that his or her predecessor had. Involving the community, teachers, district office, school board, and local business/industry representatives in developing a plan for improvement can create support for the plan and aid in its application to the real school system. In addition, it is unrealistic to think that the challenges facing education today can be remedied in one year or that the school staff alone can solve the problems. The following are short descriptions of the schools' modifications which fall under the heading of leadership/staff development. Materials on each are available on loan from the Vocational and Occupational Information Center for Educators (VOICE) under the title and number indicated inside the brackets. Instructions for contacting VOICE are given in the last section of this booklet.

Project Inservice Activities (Educational Excellence through Career-Vocational Education Inservice Activities, VOICE #00517) - Staff development was a key project component. This material details the inservices that the Educational Excellence Through Career-Vocational Education project schools requested and was provided by the project. Speakers, organizations, and resources used are listed, as well as an approximate time-line of their occurrence.

Steering Committee (Building a Staff, VOICE #00532) - An effective way to manage change is to empower the teachers in making the changes. This document describes how one school effectively approached the problem of instituting major changes in site philosophy and actions by developing a team of teachers from across the curriculum.

Wilderness Inservice (Building a Staff, VOICE #00532) - One principal, knowing the need for building a cohesive team when opening a new school, took the entire staff - teachers, custodians, counselors, food service personnel, secretaries, and administrators - on a four-day wilderness camping trip which included activities in

rock climbing, rappelling, trust building, and orienteering (map reading). Staff opinion was that the wilderness inservice set the tone for a caring and cohesive staff team of classified and certificated staff. This description includes staff reactions to the trip and details about the activities.

The following objectives in the area of leadership/staff development were identified by Educational Excellence through Career-Vocational Education project personnel as the "promising practices" which would help improve each school. From these, individual site teams wrote improvement plans which would best fit their needs.

Required Model Career Preparation Site Project Objectives/Activities
Leadership/Staff Development

System Outcome		Student Outcome
D1.	Instructors are provided with inservice education relevant to the new directions in career preparation (i.e., how to increase enthusiasm for learning the relationship between academic achievement and career mobility; students' learning styles; how to jointly plan among vocational and academic instructors; how to increase instructors' expectations for students' achievements; how to work effectively with local businesses, industries, and communities, and how to develop and maintain a community support system).	
D2.	Instructors are provided with adequate opportunities and are encouraged to participate in conferences, workshops, and other inservice opportunities which are relevant to the provisions of quality education.	
D3.	Instructors have professional literature and curricular resources available which are relevant to the provision of quality education.	
D4.	Inservice programs on the development of basic skills provide school personnel with methods and strategies for integrating these skills into their instructional program.	

D5. Teachers, administrators, counselors, parents, community and school board members are involved in defining and receiving inservices relevant to the career preparation needs of students.

D6. Technical assistance is available and utilized with regard to the modification of instructional materials and teaching techniques for use in teaching students with a wide range of abilities.

D7. The program secures and appropriately utilizes available government (federal, state, and local) and private resources to assure quality education services to students.

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Participating High Schools

Site	School District
Balboa High School	San Francisco Unified School District
Duncan Polytechnical High School	Fresno Unified School District
El Cajon Valley High School	Grossmont Union High School District
David Starr Jordan High School	Los Angeles Unified School District
Lincoln High School	Los Angeles Unified School District
Royal High School	Simi Valley Unified School District
Washington Preparatory High School	Los Angeles Unified School District
Woodland High School	Woodland Joint Unified School District

Appendix I. Model Site Objectives in All Areas

Educational Excellence Through Career-Vocational Education
Model Site Objectives - Guidance

System Outcome	Student Outcome
A1. There is a comprehensive guidance plan, articulated with the feeder schools, including goals and student outcomes for each grade level, that addresses the areas of personal, social, educational, and career development.	A1. Students receive guidance counseling in personal, social, educational, and career development at each grade level.
	A2. No later than the beginning of the ninth grade, information is provided to all students, including handicapped and disadvantaged students, and their parents concerning the opportunities available and the eligibility requirements for enrollment in career preparation programs such as ROC/Ps, adult schools, community colleges and other relevant programs.
	A2. No later than the beginning of the ninth grade, students and their parents receive information concerning the opportunities available, and the eligibility requirements for enrollment in career preparation programs.
	A3. Guidance specialists, teachers, students, parents, community and business representatives are involved in the planning, development, and implementation of the guidance curriculum.
	A3. Students are provided with an opportunity to participate in the planning, development and implementation of the guidance curriculum, along with guidance specialists, teachers, parents, community and business representatives.
A4. A systematic review of academic progress and career counseling is provided to all students, beginning in grade nine and updated at least annually.	A4. Each student, in the beginning of the ninth grade, has had a systematic review of academic progress and received career counseling regarding the education/career options available.

A5.	Career guidance is provided to increase students' awareness of the relationship between academic attainment and career areas.	A5.	Students receive guidance to increase their awareness of the relevance of schoolwork to career choices.
A6.	A career guidance system is operated which ensures that each student has a record/plan and a total education/career plan which includes all necessary prerequisites.	A6.	Students receive a student record/plan and participate in a total education/career plan.
		A7.	Students will have first-hand or simulated experiences with careers and use this information as they update their education/career plan.
A8.	The California Department of Education Model Assessment Program is used as part of the site comprehensive guidance plan.		

Educational Excellence Through Career-Vocational Education
Model Site Objectives - Instructional Program

System Outcome

B1. The State's approved Model Curriculum Standards and Frameworks are included in the school curriculum.

B2. A school site planning committee assists in developing a site plan.

B3. Each instructional program is evaluated using the State Department of Education Secondary Quality Criteria.

Student Outcome

B4. Students receive instruction in a curriculum that integrates the skills of reading, writing, speaking, listening, and computing.

B5. Students receive instruction in a comprehensive, developmental curriculum, which is systematically revised, expanded and updated.

B6. Students with special needs receive supplementary and support services to enable them to succeed in the curriculum.

B7. Students receive instruction, using effective instructional strategies, material, media, and equipment, that is appropriate both to the curriculum and to their own special needs.

B8. Students receive instruction that extends beyond rote learning to the acquisition and application of concepts, ideas, and issues beyond the facts, with an emphasis on thinking and communication skills.

B9. Students receive instruction that includes all steps in the learning cycle: review, advance organizers, motivation,interactive learning activities, guided practice, independent work, and transfer of new information to other knowledge and skills.

B10. Representatives of the community, teachers, administrators, parents, and students routinely meet to verify and validate the content of the curriculum.

B11. All students complete instruction in the Model General Occupational/ Employability Skills.

B12. Representatives of the business community, teachers, administrators, parents, and students routinely meet and work cooperatively to improve the program and solve problems as they are identified.

B13. Appropriate faculty routinely meet and plan cooperatively to use vocational education as an instructional strategy to achieve basic skills and increase occupational relevance in academic courses.

B14. Appropriate faculty evaluate and modify the vocational curriculum to include the academic skills that meet specified high school graduation requirements.

B15. Students receive graduation credit for appropriate vocational education courses which meet academic graduation requirements.

B16. Students systematically progress through a program comprised of a sequence of courses leading to a career objective.

B17. Students receive instruction in programs which are clearly articulated with feeder schools, local community colleges, four-year colleges and universities, adult schools, ROC/Ps and JTPA programs.

B18. Students have adequate opportunities to take courses which are meaningfully related to their career plans.

B19. Career preparation curricula and equipment are validated by the business community.	
	B20. Students take career preparation classes which are based on analysis of current and anticipated job market needs; recommendations from business/industry and educational personnel; input from students, parents, community and school representatives; student follow-up studies; and program evaluation.
	B21. Students participate in many kinds of structured, supervised, and applied experiences (i.e., field or classroom laboratory, cooperative education placement, community classroom, or work experience).
	B22. Students participate in leadership training and personal skill development activities.
	B23. Students in vocational education receive instruction in programs that meet Model Program Outcome Standards for Vocational Education.
B24. A measurement program is operated to certify all students regarding the extent of their preparedness for employability consistent with their career plans.	B24. All students are evaluated and certified regarding the extent of their preparedness for employability consistent with their career plans.

Educational Excellence Through Career-Vocational Education
Model Site Objectives - Parent-Community Involvement

System Outcome

C1. A community-based support system is an integral part of the site's planning and instructional program.

C2. Local business and service organizations work with school personnel to identify effective cooperative approaches between the business community and the school.

Student Outcome

C3. Students involved in vocational education receive job development, support, and placement services both during and subsequent to their program.

Educational Excellence Through Career-Vocational Education
Model Site Objectives - Leadership-Staff Development

System Outcome

D1. Instructors are provided with inservice education relevant to the new directions in career preparation (i.e., how to increase enthusiasm for learning the relationship between academic achievement and career mobility; students' learning styles; how to jointly plan among vocational and academic instructors; how to increase instructors' expectations for students' achievements; how to work effectively with local businesses, industries, and communities, and how to develop and maintain a community support system).

D2. Instructors are provided with adequate opportunities and are encouraged to participate in conferences, workshops, and other inservice opportunities which are relevant to the provisions of quality education.

D3. Instructors have professional literature and curricular resources available which are relevant to the provision of quality education.

D4. Inservice programs on the development of basic skills provide school personnel with methods and strategies for integrating these skills into their instructional program.

D5. Teachers, administrators, counselors, parents, community and school board members are involved in defining and receiving inservices relevant to the career preparation needs of students.

D6. Technical assistance is available and utilized with regard to the modification of instructional materials and teaching techniques for use in teaching students with a wide range of abilities.

Student Outcome

D7. The program secures and appropriately utilizes available government (federal, state, and local) and private resources to assure quality education services to students.

Appendix II
Educational Excellence through Career-Vocational Education
Resources Available through the Vocational and Occupational Information Center for Educators (VOICE)

Educational Excellence through Career-Vocational Education Resources Available through the Vocational and Occupational Information Center for Educators (VOICE)

The following resources are described in other parts of this document. Each is available on a loan basis from the Vocational and Occupational Information Center for Educators (VOICE), 560 J Street, Suite 385, Sacramento, CA 95814, (916) 445-0401.

Accelerated Learning, VOICE #00035

Building a Staff, VOICE #00532
Contents:
Steering Committee
Wilderness Inservice

Career Paths through High School, VOICE #00141
Contents:
Career Centers
Career Infusion Activities Binder
Career Path Brochures
Character Education Newsletters
Comprehensive Guidance Plans
Course Catalogs
Granting Academic Credit for Vocational Courses
Guidance Worksheets
Job Developer Staff Position
Student Self-Directed Search
Teacher-to-Student Advisory
Teen Assistance Support Center

Computerized Guidance Systems, VOICE #00177

Curriculum Review Matrix, VOICE #00231

Desktop Publishing, VOICE #00426

Educational Excellence through Career-Vocational Education Inservice Activities, VOICE #00517

Parent-Community Involvement, VOICE #00428

Contents:
Parent/Community Support System
Parents' Handbook
Project Business and Education Together

Student Resources, VOICE #00429

Contents:
College Handbooks
Course Catalogs
Freshman Camp
Job Developer Staff Position
Learning Resource Center
Parent and Child Education
Teen Assistance Support Center